

Childminder report

Inspection date:

4 September 2025 - 26 September 2025

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children receive warm and sensitive care from this kind and caring childminder. Children are supported to settle into their play. The childminder is highly responsive to their needs, offering comfort and reassurance when needed. Children seek her out when they feel anxious or unsettled. They receive nurturing care from the childminder as they snuggle in close to her for a cuddle. The childminder supports children's emotional well-being through secure attachments. This enables them to fully engage in learning and make progress across all areas of learning.

The childminder provides a play-based curriculum that promotes children's independence. She encourages children to feed themselves at snack time and supports them to successfully transition from a bottle to a water beaker. Before snack, children are keen to wash their hands, showing good hygiene habits. Intimate hygiene procedures are carried out sensitively. Respect for children's privacy is considered during personal care routines.

Children show confidence in their surroundings. They explore the childminder's home with evident familiarity. Children recognise themselves in photos that the childminder uses for self-registration. This helps children develop a positive sense of belonging. Conversations with the childminder about daily routines further extend children's confidence and understanding of expectations. As a result, children behave well and show developing respect for others.

What does the early years setting do well and what does it need to do better?

- The curriculum is enriched through a wide variety of outings and experiences. Children enjoy visits to the local zoo and woods. They explore the beach and enjoy 'rhyme time' sessions at the library. The childminder links learning to the wider community. For example, children look at where they live on a local map.
- The childminder promotes communication and language through daily activities. During stories, she names animals and describes the sound they make. The childminder comments on children's observations and offers vocabulary to support their interests, such as counting the animals on the page.
- Children explore props during favourite stories. The childminder engages them in much loved songs as they select different animals. As the animals are placed back in the bag, children give them a kiss and say goodbye. The childminder acknowledges children's actions and supports them to develop kindness and empathy.
- Children enjoy mark making on chalk boards. As they draw, the childminder introduces vocabulary, such as 'dot, dot, dot', to describe the marks they make. She narrates as children make lines and names the colours they use on the board. Outdoor activities, such as leaf rubbing during forest walks further

support fine motor skills, sensory exploration and an appreciation of nature.

- Children develop confidence and coordination, both indoors and outdoors. The childminder supports physical development as she helps children navigate steps and develop essential core strength and balance. Outdoor environments provide a good balance of risk and challenge, helping children develop resilience and perseverance as they keep trying new experiences.
- Outside, children delight as they watch bubbles and splash in puddles they make with the spilt liquid. Children are encouraged to explore their environment and make observations about nature. When children spot an aeroplane overhead the childminder asks children where it might be going. Children remember when they saw squirrels. They point to the trees and are supported by the childminder to look for them.
- Children's starting points are captured by the childminder when they join. Regular observations are used to plan activities that build on individual interests and abilities. Overall, children benefit from the wide range of good-quality activities, but sometimes, these are not well thought through. For example, during sensory play, the number of provided resources distracts children and this leads to them moving between activities, rather than sustaining focus and achieving the childminder's learning intentions.
- Parents report very positive experiences with the childminder and consistently highlight the warmth, care and professionalism she provides. They value the safe and stimulating environment and the wide variety of fun and educational activities the childminder provides.
- The childminder updates her knowledge through regular training. She uses critical reflection to identify areas for development. Regular networking with other childminders provides additional support and advice about the provision she offers.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider ways to present learning experiences to children in a way that encourages deep and purposeful learning, sustaining and extending their curiosity.

Setting details

Unique reference number	EY104248
Local authority	Essex
Inspection number	10399855
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	17 December 2019

Information about this early years setting

The childminder registered in 2002 and lives in Rayleigh, Essex. She operates from 7.30am to 6pm on a Tuesday and Thursday, all year round, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for eligible children.

Information about this inspection

Inspectors

Clare Ford
Lyndsey Barwick

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspection started on 4 September 2025. Inspectors returned on 26 September 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025